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TABLE 8: LEARNING OUTCOMES AND MENTAL ABILITY SCORES

	BETA			CTMM		QT	
Enrollees	Initial	20 Wk	36 Wk	Initial	36 Wk	Initial	20 Wk
AMN	92.1	100.9		58.8		71.6	91.6
AFN	83.8	89.2		66.5		63.4	87.2
AMC	88.5	100.0		57.3		85.1	99.3
BMN	84.0	87.1	92.3	47.7	77.1	64.7	86.8
BFN	84.8	93.8	95.2	67.5	86.6	75.0	86.1
BMC	91.5	93.2	98.4	57.3	68.3	62.3	90.1
CMN	87.1	89.8		64.0		68.2	80.4
CFN	73.1	82.5		54.7		64.0	86.0
CMC	90.5	100.5		69.0		68.0	85.3
CFC	68.0	82.0		54.0		54.0	78.0
DMN	85.1			53.5		87.9	
DFN	81.1			63.0		85.6	
DMC	96.5			69.0		88.9	
EMN	68.7			37.3		84.0	
EFN	74.0			93.0		86.0	
EMC	69.0			46.0		83.0	

6. Male Negro enrollees in this group demonstrate after 20 weeks a mean gain of 2 on the Beta and 28 on the Quick Test. After 36 weeks, they demonstrate a mean gain of 8 on the Beta and 11 on the California.

7. Male Negro enrollees in Group C, or those who terminated for good cause between 20 and 36 weeks, demonstrated after 20 weeks a mean gain of 2 on the Beta and 12 on the Quick Test.

8. Female Negroes in this group demonstrate after 20 weeks a mean gain of 9 on the Beta and 22 on the Quick Test.

9. Male Caucasians in Group C demonstrate after 20 weeks a mean gain of 10 on the Beta and 17 on the Quick Test.

10. The single female Caucasian in Group C demonstrates a gain of 14 on the Beta and 24 on the Quick Test.

11. In general, enrollees who terminated for good cause before comleting 20 weeks (Group D) demonstrated higher initial levels than their counterparts (Group E) who terminated not for good cause.

12. In general, scores on the Beta appear more stable than scores on either the California or the Quick Test. Stability of this score seems to indicate that the Beta represents a closer approximation to "pure" or native ability, since scores are less affected by intervening learning experiences. The California and the Quick Test appear more susceptible to change following intervening learning experiences. This consideration is another argument in favor of the use of the Beta as a measuring device to tap the native potential of subjects whose educational development and hence intellectual development has been impoverished.

13. Gains in mental ability scores (as in vocational aptitude scores) must be interpreted in light of the standard deviations for each test. In each case, the standard deviation approximates 20 score units.

14. Generally, higher initial scores in mental ability are associated with smaller gains. This observation also suggests the stability of mental ability scores once a point has been reached at which saturation is likely. Increments above this level are unlikely.

LEARNING OUTCOMES AND SOCIAL BEHAVIOR TRAITS

Each week, in connection with staff meetings, members of the Project Edrehab instructional staff completed trait rating schedules for each enrollee with whom they had contact. Typically, an enrollee had some class contact with each of the four instructors, although a few had contact with only three. The trait rating schedule, designed for use in the Project but relying heavily on other instruments, was an attempt to codify and systematize global impressions of instructors. Results were employed to chart directions for group guidance efforts, in an attempt to socialize unfavorable response patterns to group work and school situations and in interpersonal relationships.

Instructors were directed to rate each enrollee on each trait according to a scale range from 1 for negative to 5 for positive, with 2 representing semi-negative, 3 representing neutral, and 4 representing semi-positive. Since it was assumed that behavior is a function of self-in-situation, it had been anticipated that ratings by instructors who experienced the enrollee in varying situations would vary quite widely. The language arts class, for example, might be more threatening to some students, and their asocial or antisocial behaviors could be ascribed to their compensatory efforts. Nonetheless, there was high agreement among raters.

Even though the trait rating schedule was not intended to serve as an exact psychometric device, before-after comparisons prove enlightening. Table 9 presents ratings on the schedule during the trainee's first week of enrollment and during his last week of enrollment. Ratings by each instructor were first meaned for each enrollee; then mean ratings were again averaged to produce grand means according to groups classified by rate and sex.

Inspection of Table 9 relative to changes in rated social behavior traits suggests the following considerations:

1. At the time of enrollment in Project Edrehab, male Caucasian enrollees were described as positive in their attitudes towards other students, toward instructors, and toward work, in cooperation with instructors and students, and in interest in training. They were relatively neutral in acceptance of responsibility, personal initiative, personal appearance, self-discipline, ability to follow directions, acceptance of self-limitations and of criticism, attempts to harmonize, encourage others to participate, and interest in the needs of others. They were described as relatively neg-

TABLE 9: LEARNING OUTCOMES AND SOCIAL BEHAVIOR TRAITS

Trait	MC		FC		MN		FN	
	Initial	Final	Initial	Final	Initial	Final	Initial	Final
Attitudes toward students	3.9	4.7	4.0	4.6	3.9	4.8	3.8	4.6
Attitudes toward teacher	3.7	4.4	3.3	4.3	3.7	4.8	3.8	4.6
Attitudes toward work	3.8	4.5	3.3	4.7	3.5	4.5	3.8	4.7
Self-confidence	2.4	3.8	2.0	3.3	2.9	3.9	3.5	4.2
Acceptance of responsibility for own behavior	3.3	4.3	2.3	3.6	3.2	4.2	3.8	4.6
Interest in training	3.8	4.2	3.6	5.0	3.5	4.5	3.8	4.7
Personal initiative	2.9	3.8	3.0	4.3	3.1	3.9	3.6	4.2
Personal appearance (appropriateness)	3.3	4.2	3.6	4.6	3.4	4.0	3.8	4.5
Self-discipline	3.4	4.2	3.0	3.6	3.3	4.1	3.6	4.5
Cooperation with teacher	3.9	4.7	3.6	5.0	3.8	4.7	4.0	4.8
Cooperation with students	3.7	4.4	4.0	4.3	3.7	4.6	3.8	4.7
Courtesy	4.0	4.7	4.0	5.0	4.1	4.9	4.0	4.8
Ability to follow directions	2.8	3.7	2.3	3.0	3.0	3.9	3.7	4.6
Acceptance of self-limitations	2.7	3.6	2.7	2.7	2.9	3.9	2.9	4.3
Acceptance of criticism	3.3	4.2	3.3	4.6	3.4	4.6	3.4	4.8
Initiates project or discussion	2.0	2.6	1.0	2.3	2.0	2.6	3.7	4.5
Harmonizes group feeling, makes peace among members	2.9	3.7	2.6	3.6	3.2	4.0	3.3	4.1
Encourages others to participate	2.4	2.9	1.3	2.6	2.5	3.2	2.9	3.2
Attempts to dominate others	2.7	1.5	1.0	1.6	1.8	1.4	3.1	1.6
Often rationalizes or alibi's	1.9	1.2	2.3	1.3	1.9	1.5	2.6	1.1
Apathetic toward needs of others	2.6	1.2	3.0	1.0	1.7	1.1	2.8	1.2

ative in self-confidence, efforts to initiate discussion, and attempts to rationalize. (Negative ratings in attempts at rationalization constitute, however, the judgement of a positive trait.) By the time of their departure from the program, their social behavior traits were described as having changed in more socialized directions.

2. At the time of enrollment, female Caucasian trainees were described as positive in attitudes towards students, interest in training, personal appearance, cooperation with teachers and students, and courtesy. They were described as neutral in attitudes towards teachers and work, personal initiative, self-discipline, acceptance of self-limitations, acceptance of criticism, efforts to harmonize, and sensitivity toward needs of others. They were described as negative in self-confidence, acceptance of responsibility, ability to follow directions, initiatory behavior in group situations, encouragement of others, attempts to dominate, and tendency to rationalize. By the time of their departure, their social behavior traits had changed in more socialized directions, with the exception of acceptance of self-limitations, which showed no change.

3. At the time of enrollment, male Negro trainees were described as positive in attitudes towards teachers and students, cooperation with teachers and students, and courtesty. They were described as relatively neutral in attitudes toward work, self-confidence, acceptance of responsibility, interest in training, personal initiative, personal appearance, self-discipline, ability to follow directions, acceptance of self-limitations and of criticism, and efforts to harmonize group relations. They were described as negative in initiatory behavior in groups, encouragement of others, efforts to dominate, attempts to rationalize, and sensitivity. By the time of their departure, their social behavior traits had changed in more socialized directions.

4. At the time of enrollment, female Negro trainees were described as positive in attitudes towards students, teachers, and work, in acceptance of responsibility, interest in training, personal initiative, personal appearance, self-discipline, cooperation with teachers and students, courtesty, ability to follow directions, and initiatory behavior. They were described as relatively neutral in self-confidence, acceptance of self-limitations, acceptance of criticism, encouragement of others, attempts to dominate others, and apathy toward the needs of others. They were described as negative only in their efforts to rationalize, but this description indicates a positive trait. By the time of their departure from Project Edrehab, their social behavior

traits were described as having changed in more socialized directions.

5. Insofar as the trait rating schedule is a valid approximation to the codification of the global impressions made by enrollees on observers, the female Negro enrollee may reasonably be regarded as the most "socialized" of the student groups at the time of enrollment. Her initial ratings indicate almost uniformly socially approbated and encouraged behavioral predispositions.

6. The most encouraging changes in the perception of Edrehab staff members were changes in self-confidence, which increased from enrollment to departure, and in apathy toward others, which decreased and indicated a corresponding increment in sensitivity toward others. Group and individual counseling efforts had been directed toward these ends.

five SUMMARY

PROJECT EDREHAB FOCUSSED on instructional experiences in basic educational skills to ready a group of economically superfluous, undereducated, hard-core unemployed workers to undertake profitably a program of vocational training and to develop readiness to return to the labor force economically and psychologically self-sufficient. Its coordinate research effort concerned characteristics of hard-core unemployed workers and the impact of curricular experiences upon a spectrum of dimensions of achievement, aptitude, mental ability, and social behavior traits.

This report has summarized research findings. Stated in broad general terms, the most salient considerations which have emerged from this research are the following:

1. An overwhelming majority of hard-core unemployed workers, within the limitations of this study, have been found to be educationally rather than mentally retarded.

2. It seems highly likely that such instruments as the California Test of Mental Maturity and the G score of the General Aptitude Test Battery are inadequate to measure accurately the learning ability of workers characterized as hard-core unemployed. There seems to be adequate reason to suspect educational impoverishment whenever attention is focussed on the hard-core unemployed worker. Hence, selection procedures need to account this high probability. Selection procedures which employ inadequate instruments simply reinforce the hard-core unemployed worker's quandry.

3. From the description of educational and vocational characteristics of hard-core unemployed workers, sex differences seem more profound than race differences in the underlying social-psychological-educational-economic dynamics.

4. In a relatively short period, twenty weeks, undereducated hard-core unemployed workers have been assisted to compensate for educational deficiency of from one to three years. Often this compensation was sufficient to ready them to undertake vocational training profitably.

5. For some workers, especially those more severely retarded educationally, a period of thirty-six weeks is effective in compensating for educational deficiency of from one to three years.

6. Instructional experiences in basic education extending over twenty or thirty-six weeks are associated with marked and dramatic changes in both educational aptitudes and in inventoried mental ability, even though these dimensions are not focal points for instructional activity.

7. Instructional experiences are associated with changes in social behavior traits in more mature, more socialized directions.

Perhaps the primary value in Project Edrehab, as Professor Martin Hamburger of New York University asserted during a symposium on this project presented before the National Vocational Guidance Association and the American Rehabilitation Counseling Association, is its demonstration of a theory of human behavior which holds that, given conducive circumstances, people behave so as to maximize their internal strengths in harmony with society. As Professor Hamburger (1965) noted, one is unemployed not simply as a function of self but as a function of self in relation to a prevailing social structure, and the American industrial structure can no longer absorb large segments of the population who in an earlier era would have been part of the mainstream of American life. One is mentally rather than educationally retarded not on the basis of one's performance, but on the basis of the structure of a given testing instrument. Project Edrehab has itself been part of society's efforts to compensate for inadequacies in the prevailing social structure. But compensatory efforts are not enough; society needs to reorganize so that the need for compensatory education is obviated. The implications for educational and social policy are myriad, profound, and disturbing.

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